

# Beeston Primary School

## Inspection report

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<b>Unique Reference Number</b>	120787
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339777
<b>Inspection dates</b>	9–10 November 2009
<b>Reporting inspector</b>	Michael Mille

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	68
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Parfitt
<b>Headteacher</b>	Christopher Perry
<b>Date of previous school inspection</b>	6 June 2007
<b>School address</b>	Chapel Lane Beeston Kings Lynn
<b>Telephone number</b>	01328 701267
<b>Fax number</b>	01328 701267
<b>Email address</b>	head@beeston.norfolk.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by two additional inspectors. They observed six lessons, and visited a further three to evaluate the work in pupils' books. They undertook other general observations of classes and assemblies, display, videos and photographs of the pupils' work, and provision for pupils with special educational needs and/or disabilities. They held meetings with governors, staff, the school council, and met with parents and carers at the start of the school day. They looked at documentation including policies, self-evaluation and development planning, monitoring files, curriculum and safeguarding documentation, governors' minutes, the headteacher's reports to the governing body, and information provided for parents/carers. Inspectors received and analysed questionnaires from 38 parents/carers, 13 members of staff and 36 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the school's work to arrest the decline in standards by the end of Key Stage 2
- the use of assessment and marking, not only to provide challenge for all groups of pupils within the mixed age group classes but also to improve pupils' learning and achievement
- the impact of the school's leadership on its capacity for sustained improvement
- pupils' overall personal development as a potential strength of the school.

## Information about the school

This is a much smaller than average sized primary school serving its local, rural village area. It has one infant (Reception and Years 1 and 2 - the Stars Class) and two junior classes (Years 3 and 4 - the Planets Class, and Years 5 and 6 - the Comets Class). There are slightly fewer girls than boys on roll. The proportion of pupils eligible for free school meals is below average. The percentage of pupils from minority ethnic groups is below average; there are currently no pupils for whom English is an additional language. The percentage of pupils with special educational needs and/or disabilities is average, but the proportion with a statement of special educational needs is below average. Pupil mobility is high, with only around two-thirds of pupils continuing their education from the Early Years Foundation Stage through to Year 6. However, Beeston is the first choice school for the majority of local families. The new headteacher took up his post in September 2008. The school holds the Investors in People, Active Mark and Healthy Schools awards. It has been approved by the Department for Children Families and Schools to provide the full core offer of Extended Services for its pupils, their families and its wider community.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. It is now recovering successfully from a period of uncertainty. Attainment by pupils in Year 6 had declined markedly between 2006 and 2008 from above average to below but is now average. By summer 2009, the school's provisional results in the Key Stage 2 national tests had improved to be above average in English, and average in mathematics and science. The overall progress made by Year 6 pupils was satisfactory. This success was achieved in spite of the long term absence of the Year 5/6 classteacher, which resulted in a succession of temporary teachers. Nevertheless, the school's permanent staff and governing body have risen, collectively, to the challenge. A heavy teaching commitment by the new headteacher in his first year in post has meant that some initiatives and planned improvements have not been either implemented or brought fully to fruition. The school's main focus in 2009 was to raise standards in English. This it has done successfully and is now turning its attention to restoring standards in mathematics and science to above average levels. Inspection evidence shows it is working effectively towards achieving its goals. The school is clearly looking forward to a time of greater stability as it is now in the position of being able to appoint a new permanent teacher. Inspectors agree with the school's own self-evaluation that its capacity for sustained improvement is satisfactory. It is still in the process of creating a track record of success; nevertheless, there are some emerging strengths.

There is good teamwork. All staff responding to the questionnaire felt due pride in the school, that their contribution was valued and they knew what the school was trying to achieve. This has resulted in some good improvements, as with the school's curriculum. Ensuring that work is relevant to the interests of pupils is helping to raise standards. New systems for assessing pupils' progress are being used purposefully to support teaching and learning. Nevertheless, these are both relatively new initiatives which, although proving successful, have yet to be implemented fully. In addition, the school is still in the process of developing teaching strategies which ensure potentially higher attaining pupils are given additional challenge to enable them to reach higher levels in national tests. Good information and communication technology (ICT) resources have been acquired by the school. However, the extended use of these by pupils is not embedded sufficiently in all classes. Strengthening community cohesion and providing pupils with broader experiences of the world beyond school and the local community are also appropriate priorities in the school's current development plan.

**What does the school need to do to improve further?**

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- Raise further pupils' attainment and achievement by the end of Year 6 by:
  - implementing planned strategies to improve attainment in mathematics and science
  - developing provision for potentially higher attaining pupils, to enable them to gain Level 5 in Year 6 tests
  - improving further the school's developing systems for monitoring and assessing pupils' progress.
- Develop further the quality of teaching, learning and the curriculum by:
  - ensuring relevant links are made between subjects
  - making sure that planning for the new creative curriculum is completed, in order to challenge and inspire pupils further
  - ensuring that the use by pupils of the school's improved ICT resources becomes embedded in teachers' planning.
- Work to ensure pupils gain a broader perspective of their roles and responsibilities as young citizens beyond their school and local community.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

With its small intake, children's attainment on entry to Reception varies. However, for the past three years it has been mainly below national expectations. The good progress children make in their Reception year is aided well by the example set by the Year 1 and 2 pupils. In one lesson, a love of books was being fostered well during a whole class reading session. By the end of Year 2, attainment is mainly above average, and pupils make good progress from their starting points in Reception. In their work on a topic about food, pupils from all three year groups made good contributions when sharing their knowledge about locally grown food products. This was underpinned well by planning which focussed on the development of key skills in literacy and numeracy, as well as supporting pupils' understanding of geography and healthy lifestyles..

In the Year 3 and 4 class, learning about food was being developed well through research, including internet searches, about international apple production. This provided good opportunity for cooperative group-work and class discussion. Good, enjoyable learning was also taking place in the Year 5 and 6 class during a literacy lesson where arguments were being rehearsed for and against foxhunting. The promotion of open-minded approaches was shown by some pupils arguing a case contrary to their personal views. Pupils' written notes confirmed the improved progress these older pupils are now making in their English and literacy work.

Enjoyment in learning throughout the school is strong. Good support from teaching assistants secures the involvement of those children and pupils in their care who find learning more challenging. Pupils' attitudes to learning are good, and behaviour in

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lessons is respectful because working relationships are good. Pupils do indeed want to come to school, as shown by their above average attendance. Pupils' personal development is a strength of the school, and their moral understanding and social development are particularly good. This makes an influential contribution to their future well-being. In addition, workplace skills are enhanced by projects such as those where older pupils explored possible uses for a redundant local pit. Video presentations were used effectively to communicate ideas to others. Pupils have also been involved in making presentations to parents, governors and the local high school to demonstrate, through their business and organisational skills, that they are ready for their next stage of education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is satisfactory overall. The absence of a permanent teacher over the past year for the Year 5 and 6 class has meant a lack of continuity in learning for pupils. This is a subject of concern for some parents, carers and pupils. Nevertheless, during the inspection, good teaching was seen from permanent and temporary teachers, and

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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teaching assistants alike. Some outstanding teaching was seen in the Year 3 and 4 class. Here, consistently high quality questioning enabled pupils of all abilities and age groups to make extremely good progress in their understanding of fractions. This lesson contributed very well to the pupils' personal development in their understanding of the concept of fairness when sharing apples. It also promoted very well pupils' understanding of safety when physically cutting the apples into fractions.

Assessment is being used satisfactorily to support learning. It is applied well within lessons by all teachers in order to check pupils' understanding of their work. The use of assessment as an effective tool to track pupils' progress and target additional support where necessary is a relatively new initiative and an area for further development. Identifying the individual needs of pupils has led to a recent review of provision. Key subject skills, and those for literacy and numeracy, are beginning to be taught in a much more creative way. This is helping pupils to make increasingly relevant links between subjects. A whole cycle of curriculum planning has yet to be completed, but what has been produced is of good quality and is contributing well to improving pupils' achievement. Staff make good use of their personal expertise, interests and skills to enhance pupils' learning.

Pastoral care is good. This is a small school where all are known well to each other and good levels of trust ensure staff and pupils alike share high levels of respect. Good levels of support are also provided for pupils who may be vulnerable in any way, or require additional help with their learning. Provision for pupils with a special educational need and/or disabilities is good, and managed well. Consequently, this school integrates effectively its pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

All staff at the school have high expectations both of themselves and the pupils. The headteacher has invested much time and effort during his four terms at the school into monitoring its provision. This has led to realistic self-assessment. It has also secured the good teaching and learning seen during the inspection throughout Reception to Year 4. It has led to the restoration of above average standards in English by Year 6. It has secured a good and improving curriculum, and enhanced the tracking of pupils' progress. Nevertheless, the school recognises there is more to do to ensure attainment is raised sufficiently for Year 6 pupils, and progress is better than satisfactory. There is

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clear ambition to ensure any new permanent appointment for the Year 5 and 6 class secures the school's drive for further improvement. In this respect, the school has taken concerted action to ensure any disruption to the provision and outcomes for its older pupils is minimised. This stems from a strong commitment to equality for all, as summarised by its motto, 'Be all you can be.'

In practice, the safeguarding of pupils at the school is good, and this is supported by the very high levels of agreement in the questionnaires by parents/carers, pupils and staff. The governing body has ensured the monitoring of safeguarding procedures is part of the school's development planning and its normal review cycle. However, the inspection found some minor administrative errors in safeguarding documentation, which were duly resolved. Safeguarding and governance are therefore satisfactory overall. Nevertheless, there are good elements of governance, for example through governors' own contributions to self-evaluation and their active commitment to supporting staff in a common drive for improvement.

A stronger focus on community cohesion forms part of the school's development and improvement planning. The school has good links with its local community. Pupils have been involved with campaigns to support local trade. International links with air force crew from abroad, who were stationed in the village during the second world war, remain strong. The school is valued as an important part of its community.

Nevertheless, the school recognises it now needs to do more to prepare the pupils for life as citizens in a broader, multicultural world community. Overall, leaders at all levels are ensuring this is a school with a positive approach to its future.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

Reception children are enabled to settle well into the 'Stars Class'. The Year 1 and 2 pupils, with whom they share their learning, take good care of them when working together. The teacher and teaching assistants assess well the children's capabilities when they first join the class, and monitor their progress carefully and regularly. Good planning, management and classroom organisation ensure work takes into account not only the Early Years Foundation Stage areas of learning, but also provides for the introduction of challenge, where appropriate, towards national curriculum work. Staff are particularly skilled in engaging children in conversation through questions. The Stars class base provides a good environment within which the younger children thrive. Resources are good, but because of restricted space in the adjacent small playground, free flow of movement for a choice of inside and outdoor activities is limited. The use of a wooden chalet building on the edge of the playing field can only be under direct supervision. Good working relationships are developed with families, and these also contribute well to the children's development and progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The very large majority of parents/carers are most supportive of the school. The main concerns relate to the continuity of education for older pupils already covered in the report. A few parents/carers reported some bullying, but no pupil spoken with complained about this. Indeed one wrote, 'I like this school better than my old one because there is no bullying going on here.' A few parents/carers regretted that there have been fewer concerts, performing opportunities and extra-curricular activities in the past year. However, it is the school's intention to reinstate a wider range of such opportunities once staffing levels are back to full strength.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beeston Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 68 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	45	19	50	2	5	0	0
The school keeps my child safe	23	61	14	37	0	0	0	0
The school informs me about my child's progress	9	24	25	66	1	3	1	3
My child is making enough progress at this school	12	32	18	47	6	16	0	0
The teaching is good at this school	15	39	15	39	6	16	0	0
The school helps me to support my child's learning	11	29	24	63	2	5	0	0
The school helps my child to have a healthy lifestyle	17	45	20	53	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	26	23	61	1	3	0	0
The school meets my child's particular needs	14	37	16	42	6	16	0	0
The school deals effectively with unacceptable behaviour	13	34	19	50	3	8	2	5
The school takes account of my suggestions and concerns	12	32	20	53	5	13	0	0
The school is led and managed effectively	12	32	20	53	2	5	2	5
Overall, I am happy with my child's experience at this school	18	45	18	45	3	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 November 2009

Dear Pupils

Inspection of Beeston Primary School, Kings Lynn, PE32 2NQ

We would like to thank you all for welcoming us so warmly into your school. You were polite and interested, and asked us a great number of questions, which I hope we were able to answer. We enjoyed talking with you and were very impressed by your attitudes to learning and the way you take responsibility for each other. Yours is a satisfactory school. Those of you in Years 5 and 6 know all about the problems your school has had over the past year in providing you with a permanent class teacher. Hopefully this is about to change. In the meantime, you can continue to help the school and each other by being patient and remembering your Golden Rule, 'We try our best, work hard, and learn from our mistakes.'

These are the things we found are best about your school:

- your levels of attendance at school are better than average
- your staff take good care of you while you are in school
- you behave well in school and show respect for each other
- you cooperate well in class and enjoy your learning
- you understand well the importance of living a healthy lifestyle
- the personal qualities you develop will stand you in good stead in later life
- your teachers work together well as a team, and set you a good example.

These are the things we have asked your school to do now in order to improve further your achievement by the end of Year 6:

- help you to raise your attainment in mathematics and science
- plan for additional work which will challenge even further those of you who are gaining higher standards or who may have particular gifts and talents
- develop further the systems your school has for assessing your work
- complete all the planning for your exciting new topic based projects
- plan work to enable you to make increased use of your new ICT facilities
- help you to gain a broader understanding of your roles and responsibilities as young citizens beyond just your school and local community.

With all best wishes for your future.

Michael Miller

Lead inspector

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